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ABSTRACT

This document, which is intended to serve as a guide for workforce preparation program providers, details the Illinois Occupational Skill Standards for occupational education in the floristry cluster. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 27 tasks typically performed by individuals employed in floristry occupations. Each skill standard statement contains the following components: (1) a job summary; (2) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (3) performance elements and assessment criteria; and (4) a recommended assessment and credentialing approach. The following are among the tasks for which skill standards are provided: handling customer requests; dealing with visitors and vendors; merchandising products and services; preparing designs and plants for delivery; and planning a store design and caring for plant materials. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Agriculture and Natural Resources Subcouncil, and Floristry Standards Development Committee members; Agriculture and Natural Resources Subcouncil Floristry Cluster Recognition Proposal; and a list of workplace skills. (MN)

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ILLINOIS

OCCUPATIONAL SKILL STANDARDS

FLORISTRY CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS
FLORISTRY CLUSTER

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ILLINOIS OCCUPATIONAL SKILL STANDARDS

FLORISTRY CLUSTER

Endorsed for Illinois
by the
Illinois Occupational Skill Standards and
Credentialing Council

MESSAGE TO ILLINOIS CITIZENS

Dear Citizens of Illinois:

Preparing youth and adults to enter into the workforce and to be able to contribute to society throughout their lives is critical to the economy of Illinois. Public and private interest in establishing national and state systems of industry-driven skill standards and credentials is growing in the United States, especially for occupations that require less than a four-year college degree. This interest stems from the understanding that the United States will increasingly compete internationally and the need to increase the skills and productivity of the front-line workforce. The major purpose of skill standards and credentialing systems are to promote education and training investment and ensure that this education and training enables students and workers to meet industry standards that are benchmarked to our major international competitors.

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) has been working with industry subcouncils, the Illinois State Board of Education and other partnering agencies to adopt, adapt and/or develop skill standards for high-demand occupations. This document represents the work of the Agriculture and Natural Resources Subcouncil and the associated standards development committee. Through this collaborative effort, skill standards products are being developed for a myriad of industries, occupational clusters and occupations. Upon completion of these products, there will be a period of feedback and comment from business, industry and labor representatives as well as educators.

These documents will serve as a guide to workforce preparation program providers in defining content for their programs and to employers to establish the skills and standards necessary for job acquisition. These standards will also serve as a mechanism for communication among education, business, industry and labor.

We encourage you to review these standards and share your comments. This effort has involved a great many people from business, industry and labor. Comments regarding their usefulness in curriculum and assessment design as well as needs for inservice and technical assistance in their implementation are critical to our efforts to move forward and improve the documents.

Questions concerning this document may be directed to:

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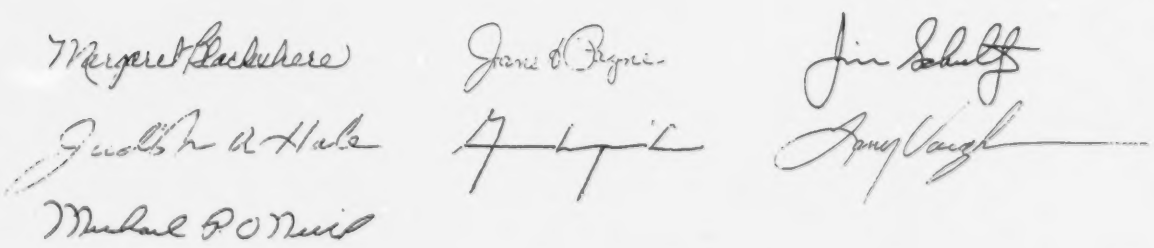
We look forward to your comments.

Sincerely,

The Members of the IOSSCC



THE ILLINOIS PERSPECTIVE

The Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) endorses occupational skill standards and credentialing systems for occupations that (a) require basic workplace skills and technical training, (b) provide a large number of jobs with either moderate or high earnings, and (c) provide career advancement opportunities to related occupations with moderate or high earnings. The nine-member Council was established by the Occupational Skill Standards Act (PA 87-1210). The council, representing business, industry and labor and working with the Illinois State Board of Education in partnership with the Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Employment Security and Illinois Department of Commerce and Community Affairs, has created a common vision for workforce development in Illinois.

Vision

It is the vision of the IOSSCC to develop a statewide system of industry-defined and recognized skill standards and credentials for all major skilled occupations providing strong employment and earnings opportunities in Illinois. Information related to occupational employment and earning opportunities is determined by the Illinois Occupational Information Coordinating Committee (IOICC) in cooperation with business and industry.

Subcouncils and Standards Development Committees

Under the direction of the Council, and in cooperation with organizations such as the Illinois Chamber of Commerce, the Illinois AFL-CIO, the Illinois Manufacturers' Association, and others, Industry Subcouncils have been formed to review, approve and promote occupational Skill Standards and credentialing systems. The Industry Subcouncils are Agriculture and Natural Resources; Applied Science and Engineering*; Business and Administrative Information Services; Communications; Construction*; Educational Services*; Energy and Utilities*; Financial Services; Health and Social Services; Hospitality; Legal and Protective Services*; Manufacturing; Marketing and Retail Trade; and Transportation, Distribution and Logistics. (*Subcouncils currently being formed.)

The Standards Development Committees, composed of business, labor and education representatives, are experts in the related occupational cluster and work with the product developer to

- develop or validate occupational skill standards,
- identify related academic skills,
- develop or review assessment or credentialing approaches, and
- recommend endorsement of the standards and credentialing system to the industry subcouncil.

Expected Benefits for Employers, Educators, Students and Workers

Occupational skill standards and credentialing systems are being developed and promoted by the IOSSCC to improve Illinois' competitiveness. Such standards and credentialing systems provide a common language for employers, workers, students and education and training providers to communicate skill requirements and quality expectations for all major industry and occupational areas.

For Employers, skill standards will

- Improve employee recruitment and retention by more clearly identifying skill requirements,
- Encourage improved responsiveness and performance of education and training providers,
- Enlarge the pool of skilled workers,
- Focus attention on the importance of training investment.

For Education and Training Providers, skill standards will

- Provide information to all major industries and occupations,
- Contribute to program and curriculum development,
- Strengthen relationships between education and training providers,
- Improve career planning.

For Students and Workers, skill standards will

- Foster better decision making concerning careers and the training necessary to acquire well-paying jobs,
- Allow more effective communication with employers about what they know and can do,
- Allow more effective work with employers in career development and skill upgrading.

IOSSCC Requirements for Occupational Skill Standards

Any occupational skill standards and credentialing system seeking IOSSCC endorsement must

- represent an occupation or occupational cluster which meets the criteria for IOSSCC endorsement;
- address both content and performance standards for critical work functions and activities for an occupation or occupational area;
- ensure formal validation and endorsement by a representative group of employers and workers within an industry;
- provide for review, modification and revalidation by an industry group a minimum of once every five years;
- award credentials based on assessment approaches that are supported and endorsed by the industry and consistent with nationally recognized guide lines for validity and reliability;
- provide widespread access and information to the general public in Illinois;
- include marketing and promotion by the industry in cooperation with the partner state agencies.

Definitions and Endorsement Criteria

The definitions and endorsement criteria are designed to promote the integration of existing and future industry-recognized standards, as well as the integration of the Illinois academic and occupational skill standards. Because all skill standards must address the critical work functions and activities for an occupation or industry/occupational area, the Council further defined three major components:

- ***Conditions of Performance:*** The information, tools, equipment and other resources provided to a person for a work performance.
- ***Work to Be Performed:*** A description of the work to be performed by a person.
- ***Performance Criteria:*** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedural requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC also requires performance criteria to be further specified by detailed individual performance elements and assessment criteria.

The IOSSCC is currently working with the Illinois State Board of Education and other state agencies to integrate the occupational standards with the Illinois academic standards which describe what students should know and be able to do as a result of their education. The Council is also working to integrate workplace skills—problem solving, critical thinking, teamwork, etc.—with both the academic and occupational skill standards.

The Illinois Model

Illinois Occupational Skill Standards describe what people should know and be able to do and how well these skills and knowledge will be demonstrated in an occupational setting. They focus on the most critical work performances for an occupation or occupational area. As seen in the following model, Illinois Occupational Skill Standards contain at least these three areas:

- Performance Skill
- Skill Standard
- Performance Elements and Assessment Criteria

The following sections may also be included at the discretion of the specific standards development committee:

- Performance Area
- Assessment and Credentialing Approach

Illinois Occupational Skill Standards carry a coding at the top of each page identifying the state, fiscal year in which standards were endorsed, subcouncil abbreviation, cluster abbreviation and standard number. For example, the tenth skill standard in the Floristry Cluster, which has been developed by the Agriculture and Natural Resources Subcouncil, would carry the following coding: IL.96.ANR.FLC.10

A model for Illinois Occupational Skill Standards showing the placement of the coding and providing a description of each area within a standard is contained on the following page.

SUMMARY OF WORK TO BE PERFORMED. SUMMARY IS BRIEF AND BEGINS WITH AN ACTION VERB.

IL. FY. SUBCOUNCIL. CLUSTER. STANDARD NO.

Performance Area

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Includes all information, tools, equipment and other resources provided to the learner for performing the work.

WORK TO BE PERFORMED

Provides an overview of the performance with the major elements or steps being described under Performance Elements and Assessment Criteria.

PERFORMANCE CRITERIA

Includes product characteristics (e.g., accuracy levels, appearance) and/or process or procedure requirements (e.g., safety requirements). Time limits are specified whenever possible.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

Statement of the major elements, components or steps of the overall performance and the assessment criteria for determining successful performance. Includes all major tasks, the knowledge to be demonstrated and specific assessment criteria.

ASSESSMENT AND CREDENTIALING APPROACH

Optional statement of suggested assessment approaches for the performance which also refers to existing assessment and credentialing systems.

DEVELOPMENTAL PROCESS

After studying current labor market information and noting the availability of an industry that currently has a certification program in place, the Agriculture and Natural Resources Subcouncil recommended the retail florist industry to be the first occupational area for which performance skill standards would be developed. This cluster meets the criteria established by the Illinois Occupational Skill Standards and Credentialing Council (IOSSCC) for performance skill standards development; education and training requirements, employment opportunities, earnings potential, and/or career opportunities. The careers identified in the floristry cluster begin with retail floral delivery person, retail floral cashier, floral salesperson, floral designer, retail floral shop department supervisor, retail floral shop manager and eventually retail floral shop owner.

A product developer knowledgeable with the floristry cluster occupations began the process of performance skill identification. Given the range within the several occupations and scope of a business, the initial charge for the product developer was to prepare an organizational framework that would address the major work performances in the workplace. This framework set the parameter for addressing the skill performances desired by the floral industry.

Resources included job descriptions from *The Dictionary of Occupational Titles* and the floristry industry; competencies addressed in postsecondary educational programs; V-TECS materials; and Illinois task lists developed to form the basis of instructional content for secondary, postsecondary and adult occupational training programs. Certification tests, training manuals and teaching outlines provided by the Illinois State Florist Association reinforced the direction given in the framework. The National Vocational Qualification Skill Performance Standards and Examinations for Horticulture from the United Kingdom were also used in determining framework and direction.

A standards development committee composed of workers at all levels within the floristry cluster was convened. The framework and initial outline of performance skill standards were developed, reviewed, revised and validated. During two, two-day meetings, the framework was accepted and the outline of skill standards finalized. Work was also completed on assessment criteria and credentialing in accordance with the direction established by the IOSSCC. The product developer submitted the draft performance skill standards to the standards development committee for review and revision. The standards development committee met to review and approve the skill standards.

Performance elements and assessment criteria were developed using industry standards. The skill standards outline the specific criteria expected for evaluation in the workplace. Criteria are behavioral statements of performance skill standards. As such, they serve as an evaluation tool and workplace guide.

A set of performance skill standards was provided to the Agriculture and Natural Resources Subcouncil. Comments submitted by members of the subcouncil and those requested from other reviewers have been integrated into the final product. After approval copies were distributed for further review by the floristry community, the Illinois State Florist Association sent a letter of commitment to distribute, publicize and periodically review and update the skill standards.

ASSUMPTIONS FOR FLORISTRY CLUSTER STANDARDS

Skill standards statements assume:

1. Workplace skills (employability skills) are expected of all floristry workers, including those in the grocery industry. Those are not included with this set of statements. However, the standards development committee identified two workplace skills that should be emphasized for the floristry cluster: (1) communicating with associates and (2) receiving and transmitting verbal and written information. These two communication skills were identified as essential for success in the floristry cluster.
2. All skills are to be accompanied by a 'work environment' check that would leave the site neat and clean, a safe place in which to live and work. This would comply with Occupational Safety and Health Administration (OSHA) and Environmental Protection Agency (EPA) requirements and directives.
3. The rights of individuals will be known to the floristry workers as part of their educational process and will be respected and expected as part of employment.
4. Specific company policies and procedures of the worksite will be made known to the floristry workers and will be followed. Policies and procedures may vary from company to company.
5. Certification conditions will be conducive to meeting the standard of performance. Standard equipment in the floristry industry will be used. The equipment will be identified prior to the certification testing.
6. The range of plant materials (flowers and foliages), soil media and fertilizer types will be defined in the certification system. Time elements will be outlined for the skill standards at the certification testing and will result from the experience and consideration of a panel who are members of the Illinois State Florist Association.
7. Socialization skills needed for work are viewed in relation to the lifelong career experience and are not solely part of the initial educational experience.
8. The skill standards are intended to reflect competencies at entry to the identified occupation.
9. Skills will progress from the simple to the complex. Once a skill level has been successfully performed, it will be incorporated into more complex skills.

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PERFORMANCE SKILL LEVELS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Delivery Person	●	●	●	●		●	●	●	●	●							●			●	●	●				●	●
Cashier	●	●	●	●	●	●	●		●	●	●	●		●	●	●	●			●							
Salesperson	●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●		●		●						
Floral Designer	●	●	●	●		●	●	●	●			●	●	●	●		●			●	●	●	●	●	●	●	●
Department Supervisor	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Shop Manager	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Shop Owner	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

1. Determine and respond to customer requests and needs
2. Carry out relevant procedures in case of an emergency
3. Dispose of waste and recyclables
4. Carry out general housekeeping activities
5. Receive and direct visitors and vendors
6. Carry out security procedures
7. Follow suspected theft procedures
8. Receive, unpack and place incoming merchandise into storage
9. Identify, record and process damaged and poor-quality merchandise
10. Operate and maintain payment point
11. Process payments for sale of services and merchandise
12. Identify and respond to customer requirements
13. Merchandise products and services
14. Close the sale
15. Process incoming and outgoing telephone calls and wire orders
16. Process refunds and exchanges
17. Handle and process consumer complaints
18. Plan, set up and dismantle the visual presentation areas
19. Stock and price merchandise
20. Complete the documentation for merchandise and service
21. Care for potted plants
22. Care for and condition fresh plant materials
23. Design, monitor and assemble floral arrangements
24. Evaluate, complete and store the design
25. Assemble dish gardens, terrariums and other plant combinations
26. Prepare designs and plants for delivery
27. Transport merchandise

● *Bullets shown on the matrix identify the skill standards (by number) which are needed for each listed occupation.*

DETERMINE AND RESPOND TO CUSTOMER REQUESTS AND NEEDS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and standard floristry equipment and materials including:

Plants (flowers and foliages)
Soils (media and artificial soil medias)
Fertilizer (organic and inorganic)
Other merchandise and equipment (dried flowers, fresh flowers, planters, vases, cutting tools)

WORK TO BE PERFORMED

Establish contact with customers and determine and respond to customer requests, complaints and needs including information requests on foliage and flowering plants, plant anatomy, physiology, propagation and blooming schedules; soil and fertilization needs; and common problems.

PERFORMANCE CRITERIA

Customers are contacted according to company policies and procedures; and the appropriate responses are made to customer requests, complaints and needs.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Contact is made according to company policies and procedures.
2. Appropriate forms of greeting etiquette are used in establishing and maintaining customer contact.
3. Customer requests, complaints and needs are properly identified through listening and asking questions.
4. The appropriate services are offered and effectively explained (demonstrating understanding of the full range of services); and the appropriate referrals are made when necessary.
5. The appropriate products are offered and effectively explained demonstrating understanding of the full range of products including foliage and flowering plants; plant anatomy, physiology, propagation and blooming schedules; soil and fertilization needs; and common problems.

CARRY OUT RELEVANT PROCEDURES IN CASE OF AN EMERGENCY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Accident and emergency report forms
First aid kits
Fire extinguishers

WORK TO BE PERFORMED

Follow emergency procedures in cases of accidents, fire, tornadoes and related situations involving evacuation, and use emergency equipment and materials as needed.

Complete and submit all accident and emergency reports, and make recommendations on preventing future accidents and improving responses to accidents and other emergencies.

PERFORMANCE CRITERIA

Emergency and evacuation situations are correctly evaluated, the proper procedures are correctly executed, all equipment and materials are properly and effectively used and all forms are properly completed and submitted.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Emergency and evacuation situations are correctly evaluated.
2. Proper notification is given to all affected people.
3. Appropriate procedures are correctly executed including evacuation procedures and assembly points.
4. Appropriate first aid is provided or obtained.
5. Emergency/accident reports are completed and submitted.
6. Appropriate recommendations/actions are taken to prevent future accidents/ emergencies or to improve responses.

DISPOSE OF WASTE AND RECYCLABLES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Waste
Recyclables
Waste processing equipment for chemical spills, organic waste, pesticide and aerosol cans

WORK TO BE PERFORMED

Dispose of waste and recyclables in accordance with Occupational Health and Safety Administration (OSHA) regulations.

PERFORMANCE CRITERIA

Waste and recyclables are handled, removed and stored correctly through the proper use of equipment and containers.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Waste and recyclables are handled correctly according to their characteristics.
2. Waste and recyclables are promptly removed and stored in the correct location as they are generated.
3. Equipment used for processing and containing waste and recyclables is operated safely and is cleaned and returned to its correct location.

CARRY OUT GENERAL HOUSEKEEPING ACTIVITIES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company housekeeping procedures and schedules and the following equipment and materials:

Cleaning equipment and materials
Protective clothing
Disposal equipment/containers

WORK TO BE PERFORMED

Carry out housekeeping (maintenance and cleaning) activities according to company procedures and schedules and Occupational Safety and Health Administration (OSHA) regulations.

PERFORMANCE CRITERIA

Housekeeping activities are carried out according to company procedures and schedules through the proper and safe use of all maintenance and cleaning equipment and materials and protective clothing.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Maintenance and cleaning activities are carried out according to company procedures and schedules and OSHA regulations.
2. Maintenance and cleaning/disposal equipment and protective clothing are used properly and safely.
3. Hazardous and dangerous materials are properly handled and discarded in proper containers and areas.
4. Work areas are clean and functional according to company standards.

RECEIVE AND DIRECT VISITORS AND VENDORS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the presence of non-customer visitors and vendors in the retail facility

WORK TO BE PERFORMED

Identify non-customers (visitors and vendors) and direct them appropriately.

PERFORMANCE CRITERIA

Visitors and vendors are properly greeted and identified, appropriate person(s) are notified and the visitors or vendors are directed or accompanied to the correct location.

Ask purpose of visit.

Conduct conversation which promotes goodwill and trust but takes work pressures and the needs of other customers into account.

Understand procedures regarding security and confidentiality.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Visitors/vendors are greeted courteously using appropriate forms of greeting etiquette.
2. Visitors/vendors are properly identified and the purpose of the visit determined.
3. Polite and professional conversations are conducted to promote goodwill/trust but maintain work schedules and meet the needs of other customers.
4. Conversations are conducted according to company procedures for confidentiality and security.

CARRY OUT SECURITY PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and situations involving the handling of merchandise and cash and the monitoring of stock and display areas

WORK TO BE PERFORMED

Follow company security procedures.

PERFORMANCE CRITERIA

Merchandise and cash are supervised at all times.

Areas of high potential value and loss are identified, and preventive actions are taken.

All unauthorized persons and suspicious situations are identified, and appropriate actions are taken according to company procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Merchandise and cash are supervised at all times.
2. Areas of high potential value and loss are identified, and preventive actions taken.
3. Unauthorized persons are identified, and appropriate actions are taken according to company procedures.
4. Suspicious situations are identified, and proper staff are notified.

FOLLOW SUSPECTED THEFT PROCEDURES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and a suspected theft situation

WORK TO BE PERFORMED

Follow company policies and procedures for observed/suspected thefts.

PERFORMANCE CRITERIA

Evidence of suspected theft is properly identified and reported, and proper actions are taken according to company policies and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Evidence of suspected theft is correctly identified and reported according to company policies/procedures.
2. Suspected theft situations outside own responsibilities are correctly reported to the designated person(s).
3. Proper actions are taken for suspected theft situations within own responsibilities according to company policies and procedures.

RECEIVE, UNPACK AND PLACE INCOMING MERCHANDISE INTO STORAGE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Landscape materials (all types of hardscape and plant materials, tools, equipment)
Shipping/freight forms
Company inventory and storage forms and procedures

WORK TO BE PERFORMED

Receive, unload, unpack, record and properly store incoming inventory according to company procedure.

PERFORMANCE CRITERIA

Incoming merchandise is properly received, unloaded and stored without damage.

All shipping and inventory forms are correctly completed and filed.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Incoming merchandise is received, unpacked and checked for quantity, type and quality according to company procedures.
2. Packing materials are removed and disposed of promptly and correctly.
3. Product quality is preserved and protected by using correct handling techniques.
4. Discrepancies and damaged or poor-quality merchandise is set aside for further processing.
5. Merchandise is placed in the correct location and storage facility and in the amount of space required.
6. The receiving process is carried out safely, securely and hygienically with a minimum of disruption.
7. The proper tools, equipment and clothing are used safely to unload and unpack merchandise and are returned to the correct location after use.
8. Freight/shipping/receiving and inventory forms are correctly completed with no errors and are properly filed.

IDENTIFY, RECORD AND PROCESS DAMAGED AND POOR-QUALITY MERCHANDISE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Plant merchandise (fresh flowers and foliage)
Hardscape merchandise (vases, gift items, plants, dried plant material)
Records and forms
Price marking equipment and materials

WORK TO BE PERFORMED

Identify and record poor-quality, damaged and incorrect plant materials and hardscape merchandise; and process the merchandise according to company policies and procedures.

PERFORMANCE CRITERIA

Poor-quality, incorrect or damaged plant materials and merchandise and merchandise within designated "sell by" dates are correctly identified and recorded; and materials and merchandise are correctly processed (e.g., pricing, disposal) according to company policies and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Poor-quality and damaged merchandise are correctly identified, correctly recorded on company forms and returned as needed.
2. Plant materials requiring quick sale (near the "sell by" dates) are correctly identified and correctly recorded on company forms.
3. Plant materials and merchandise are correctly repriced and marked or properly disposed of according to company procedures.

OPERATE AND MAINTAIN PAYMENT POINT.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Payment point register
Payment point materials and supplies
Money in assorted types and quantities

WORK TO BE PERFORMED

Open, close and maintain the payment point register.

PERFORMANCE CRITERIA

The payment point is opened, closed and maintained according to company procedures; and customers are informed of any delays in the payment point operation.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Equipment, materials and supplies are maintained at the payment point according to company procedures.
2. Payment point is opened, closed and maintained according to company procedures.
3. The correct money is placed in the payment point register prior to business hours and is maintained in the required quantities during business hours.
4. Payment point contents are made available for authorized collection according to company procedures.
5. The customer is informed politely and promptly of any delay in the payment point operation.

PROCESS PAYMENTS FOR SALE OF SERVICES AND MERCHANDISE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Money
Checks
Credit cards
Discount coupons/other cash equivalents
Stock/price lists

WORK TO BE PERFORMED

Process payments for services and merchandise.

PERFORMANCE CRITERIA

The payment process is conducted properly and accurately; and the customer is properly and courteously greeted, informed and thanked according to company procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Merchandise and customer information is entered into the register correctly.
2. The price/total is stated verbally to the customer.
3. The receipt of money/discount coupons/cash equivalents is verbally acknowledged.
4. Discount coupons are reviewed and accepted correctly.
5. Checks and credit card documents are validated and processed correctly.
6. Money/coupons/cash equivalents are placed in a secure, approved location according to company procedures.
7. The correct change is given to the customer.
8. The customer is greeted and thanked in a courteous manner during the payment process and is informed of any delays according to company procedures.
9. Processing errors are handled according to company procedures.
10. Security procedures are followed for handling of cash and merchandise.

IDENTIFY AND RESPOND TO CUSTOMER REQUIREMENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Products and services and price listings
Product/service availability information

WORK TO BE PERFORMED

Identify and respond to customer requirements by providing information on the most appropriate products and services and their price and availability.

PERFORMANCE CRITERIA

Customer requirements are correctly identified; and the appropriate merchandise and service is identified and effectively explained along with price, availability and delivery information.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Customer is greeted and served courteously according to company policies.
2. Customer needs and requirements are correctly identified.
3. Appropriate products and services are identified and effectively explained to meet customer requirements.
4. Merchandise, service, price and availability/delivery information is correctly and effectively communicated to the customer.
5. Customer questions on merchandise, services, prices and availability and delivery schedule are understood and answered effectively.
6. Customers are directed or escorted to the appropriate person when customer requirements/questions are outside area of responsibility.
7. Customers are informed of alternatives when the appropriate merchandise or service is not available according to company policies.

MERCHANDISE PRODUCTS AND SERVICES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following materials:

Merchandise and services available and price listings
Merchandise labels
Manuals
Information leaflets

WORK TO BE PERFORMED

Present and demonstrate merchandise and services. Explain after-care or guarantees and the purchasing and delivery process.

PERFORMANCE CRITERIA

Merchandise and services are accurately and effectively presented, explained and demonstrated. After-care, guarantee and purchasing and delivery information are accurately and effectively presented and explained.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Merchandise and services are presented, explained and demonstrated safely and correctly.
2. Features and benefits of selected merchandise and services and proper and safe usage after purchase are described clearly, correctly and concisely.
3. Suitable alternative merchandise and services are suggested where appropriate.
4. Customer objections and questions are correctly identified and solutions offered politely.
5. Opportunities for making additional sales are recognized and correctly acted upon according to company policies.
6. Necessary information regarding after-care or guarantees is correctly and accurately communicated to the customer.

CLOSE THE SALE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following materials:

Merchandise and services available and price listings
Order/transaction documents and forms
Delivery schedule
After-care and warranty information

WORK TO BE PERFORMED

Close the sale, process orders/documents and provide appropriate after-sale services.

PERFORMANCE CRITERIA

The sale is confirmed and completed with the customer, and ordering/transaction documents and forms are accurately completed. After-sale services are explained and provided as needed.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The sale is verbally reviewed and confirmed with the customer.
2. Transaction documents are completed accurately, clearly and legibly; and appropriate authorization is obtained.
3. Orders are accurately, clearly and legibly recorded on appropriate documents/equipment.
4. Orders are accurately relayed/processed.
5. Appropriate assistance is offered in transporting purchases.
6. Delivery requirements are confirmed and scheduled where appropriate.
7. After-care services and care instructions are reviewed and verified.

PROCESS INCOMING AND OUTGOING TELEPHONE CALLS AND WIRE ORDERS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Telephone and wire service equipment
Message and order forms and writing utensils
Telephone and company directories

WORK TO BE PERFORMED

Process incoming and outgoing calls and wire orders using telephone and wire service equipment.

PERFORMANCE CRITERIA

Outgoing and incoming telephone calls and wire orders are promptly and accurately processed according to company policies and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Incoming telephone calls are answered promptly with the proper greeting according to company policies and procedures.
2. The identity of the incoming caller and the purpose and requirements of the incoming call are correctly determined.
3. Proper and correct information is given to the caller, and the caller is transferred to the appropriate person if necessary.
4. Callers are only given disclosable information.
5. Information and messages for others are courteously obtained, verified correctly, accurately written down and promptly transmitted.
6. Customer problems are identified and promptly reported, and the customer is informed of problems and what actions are being taken.
7. Proper identification and the purpose of the call is clearly given when placing an outgoing call.
8. Outgoing calls are made in the appropriate time with regard to cost and convenience.
9. Incoming and outgoing calls are dealt with politely throughout the call.
10. The functions of receiving, processing and transferring wire orders are done correctly and in the appropriate time.

PROCESS REFUNDS AND EXCHANGES.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Merchandise in perfect condition
Merchandise in unusable condition
Company refund documentation and forms
Point of sale register
Cash or cash equivalent

WORK TO BE PERFORMED

Process refunds and exchanges according to company procedures.

PERFORMANCE CRITERIA

Refunds and exchanges are accurately processed in a polite manner according to company policies.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The reason the merchandise is returned is correctly identified.
2. Returned merchandise is accepted in accordance with the correct company policy and procedure and proper authorization.
3. The merchandise to be given in exchange is accurately selected.
4. The customer is given the appropriate merchandise and cash or cash equivalent according to company policies and procedures.
5. Returned merchandise is processed correctly according to company policies and procedures.
6. The transaction is recorded accurately.

HANDLE AND PROCESS CONSUMER COMPLAINTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and customer complaint forms and documentation

WORK TO BE PERFORMED

Handle and process customer complaints according to company policies and procedures.

PERFORMANCE CRITERIA

The customer complaint is promptly and politely processed according to company policies and procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The nature of the complaint is determined and verified with the customer.
2. Examples of faulty goods and services are obtained and confirmed, and the proof of original supplier is correctly established.
3. Alternative courses of action are suggested and reviewed with the customer, and an acceptable action is determined.
4. The complaint is referred to the appropriate person or to the appropriate department when the action is outside the responsibility of that person.
5. The complaint process is handled politely, and apologies for any inconvenience are given.
6. Documentation is completed accurately and legibly.

PLAN, SET UP AND DISMANTLE THE VISUAL PRESENTATION AREAS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Merchandise
Tools and equipment
Display fixtures

WORK TO BE PERFORMED

Plan, set up and dismantle visual presentation areas.

PERFORMANCE CRITERIA

The visual display area is planned, set up and dismantled using appropriate merchandise, equipment and fixtures according to company procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The requirements for merchandise are identified from the design plan and the availability established correctly.
2. Shortfalls in equipment or merchandise and other problems are identified correctly, and the correct action is taken.
3. Merchandise location and design are in accordance with instruction and current practice or defined by current policy.
4. The display fixtures and equipment are selected and erected to the correct specification and load-bearing capacities.
5. Excess display fixtures, construction materials and tools are returned to storage.
6. The display is set up and dismantled safely and efficiently with minimum inconvenience to customers and associates.
7. The finished display is clean and free from hazards after construction.

STOCK AND PRICE MERCHANDISE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following equipment and materials:

Labels
Merchandise
Tools and equipment

WORK TO BE PERFORMED

Stock, price and label merchandise.

PERFORMANCE CRITERIA

Merchandise is correctly and efficiently labeled and stocked according to company procedures, and the display area is left clean and free from hazards.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The correct types of labels and labeling equipment are used.
2. The correct label and types and quantity of merchandise are selected.
3. Labels are placed on the merchandise correctly and with correct information.
4. The labels are placed in the correct location and are clearly visible and secure.
5. The merchandise is examined, and unsuitable items are rejected and processed correctly.
6. Merchandise is located on display in accordance with the layout and load-carrying limitations.
7. Merchandise quality is preserved and protected by using the correct handling techniques.
8. The display and the display area are left clean and free from hazards.
9. Excess merchandise, materials, tools and equipment are returned to the correct location.
10. Merchandise rotation procedures are correctly applied.
11. Safe lifting and carrying techniques are applied in the handling and stocking of merchandise.

COMPLETE THE DOCUMENTATION FOR MERCHANDISE AND SERVICE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company policies and procedures and the following materials:

Company forms and records
Merchandise and service listings

WORK TO BE PERFORMED

Complete all paperwork for sales of merchandise and services.

PERFORMANCE CRITERIA

Authorized documentation of the sale and receipt of merchandise and services is accurately and legibly completed on appropriate forms.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The necessary authorization is received, completed and passed on to the appropriate destination to complete documentation within the prescribed time.
2. Documentation to record sales of merchandise and/or services is completed and accurately recorded.
3. Documentation to confirm receipt of merchandise is completed and accurately recorded.
4. Completed documentation is passed on to the appropriate destination within the prescribed time.

CARE FOR POTTED PLANTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given company procedures and the following equipment and materials:

Potted flowering and foliage house plants
Reference materials on plants and care
Decorative wraps

WORK TO BE PERFORMED

Plant and maintain potted indoor plants, dish gardens and terrariums by monitoring plants and environmental conditions and addressing poor plant condition due to insects, disease and poor culture.

PERFORMANCE CRITERIA

Merchandise is planted, wrapped, monitored and maintained. Signs of poor condition are correctly identified, and appropriate actions are taken according to reference materials and company procedures.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Relevant information and product care requirements are obtained from relevant reference materials.
2. The merchandise is properly planted and wrapped and placed in a suitable environment (i.e., temperature, light, space, water) according to the plant's requirements.
3. The merchandise is monitored, and the need for maintenance and signs of poor condition are correctly identified.
4. Relevant persons are informed of signs of poor condition, and the correct actions are taken.

CARE FOR AND CONDITION FRESH PLANT MATERIALS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Flowers with woody stems, latex sap, pollen that will stain, brittle nodes and hollow stems
Foliage with woody stems, semi-hard stems, soft stems
Cutting tools and utensils
Floral preservatives and sealants
Floral chemicals and treatments
Decorative wraps and materials
Containers

WORK TO BE PERFORMED

Cut, clean, store and maintain fresh plant materials.

PERFORMANCE CRITERIA

Fresh materials are properly cut, cleaned, conditioned and stored in proper containers and are properly monitored for maintenance. Poor conditions are correctly identified, and proper actions are taken.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Relevant information and product care requirements are obtained from relevant reference materials.
2. Relevant clean containers, appropriate to the type of fresh materials, are selected, properly prepared (water level and temperature) and sanitized.
3. Fresh materials are properly cut, cleaned and conditioned for storage.
4. The fresh materials are placed in suitable, clean containers according to the cut flower and foliage requirements.
5. Fresh materials are properly conditioned, the need for maintenance is accurately assessed and the proper action is taken.
6. Product quality is preserved and protected and its salability maintained.
7. Signs of poor condition are properly identified, the relevant person informed and proper actions taken.
8. Decorative wraps and accessories are applied to the container to prepare the finished product.

DESIGN, MONITOR AND ASSEMBLE FLORAL ARRANGEMENTS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following materials and designs to complete:

Materials:

Flowers, foliage and fruit (fresh, preserved, dried, fabric)
Tools and wiring for cutting, sticking, fixing, pinning
Decorative wraps

Designs:

Corsage
Boutonnieres
Funeral
Presentation bouquets
All-round tied
Limited tied bouquet
Traditional wire bouquet
Continental wired bouquet
Wired circlet headdress design
Round
Asymmetrical
Symmetrical
Loose wreath
Crescent
Fan
Hogarth
Oval
Horizontal
Cushion heart
Bridal design in bouquet holder
Establishment of set pieces
All-round
Front facing
Basket
Double-end funeral spray
Other stipulated occasions

WORK TO BE PERFORMED

Design floral arrangements and assemble fresh, preserved and fabric materials in accordance with design principles and practices.

PERFORMANCE CRITERIA

Floral designs are planned and assembled in accordance with design principles and practices with minimum wastage and the protection of the quality and salability of materials.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Proper design is developed considering lasting qualities and availability of materials, maintenance and situation requirements.
2. Materials are prepared and assembled according to design requirements and with minimum wastage.
3. Quality of materials is preserved, monitored and protected during the process.
4. Appropriate tools, wiring and equipment are selected and used properly to safely assemble the floral arrangements according to safe work practices, and chemicals are used according to OSHA (Occupational Safety and Health Administration) regulations.

5. Decorative wraps are correctly applied to the container as the finished product.
6. The floral arrangement is consistent with design requirements and with the principles of design such as proportions, balance, color combinations, harmonies, rhythm, line, form and texture.
7. The floral design and arrangement is constructed for easy and safe transportation without risk of collapsing.

EVALUATE, COMPLETE AND STORE THE DESIGN.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Floral designs and arrangements
Work bench
Tools and equipment
Decorative wraps
Chemicals
Containers

WORK TO BE PERFORMED

Evaluate the design, and preparé it for proper storage before delivery.

PERFORMANCE CRITERIA

The floral design and arrangement is evaluated through quality checking procedures and is completed and properly stored for protecting and preserving the quality of the materials.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Required treatments including misting, protecting and watering are applied to the finished design in accordance with guidelines for safe work practices.
2. The mechanics of the design are positioned according to design requirements.
3. Decorative wraps and accessories are applied to the container for the finished product.
4. The quality of materials, mechanics and medium is preserved and protected throughout.
5. The design is labeled correctly and legibly according to working practices.
6. The completed design is stored in a suitable environment according to required conditions.
7. The work area is cleared and cleaned according to working practices.
8. Cleaning equipment and unused materials are returned to their designated locations.
9. The finished design conforms to specified requirements.
10. The design can be transported easily, safely and without collapsing.

ASSEMBLE DISH GARDENS, TERRARIUMS AND OTHER PLANT COMBINATIONS.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given designs and the following equipment and materials:

Plants (flowers and foliages)
Soils and fertilizers (media and artificial soil media)
Work bench
Containers

WORK TO BE PERFORMED

Evaluate the design, and prepare it for proper storage before delivery.

PERFORMANCE CRITERIA

The design is prepared with appropriate materials, and the completed product meets design requirements.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. The requirements of the finished design are assessed, the necessary materials are identified and the work is organized to meet the design requirements.
2. Appropriate containers and tools for the work are selected and used safely.
3. Materials are prepared according to plant care requirements and with minimum spoilage.
4. The quality of materials, mechanics and medium is preserved and protected throughout.
5. Required treatments are applied to the finished design in accordance with guidelines.
6. Decorative additions, wraps and accessories are applied to the container for the finished product.
7. The completed design is stored in a suitable environment appropriate to required conditions.
8. The completed design can be transported easily, safely and without collapsing.
9. The finished design conforms to specified requirements.
10. The work area is cleared and cleaned according to working practices.
11. Cleaning equipment and unused materials are returned to their designated locations.

PREPARE DESIGNS AND PLANTS FOR DELIVERY.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Wrapping
Sealant
Plants
Water
Work bench
Delivery destinations
Decorative wraps

WORK TO BE PERFORMED

Prepare designs and plants for delivery.

PERFORMANCE CRITERIA

Plants and designs are properly prepared for delivery according to customer and company requirements and specifications.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Information is recorded accurately on company and customer requirements and specifications for preparation for delivery.
2. Product wrappings and anciliary items are selected to conform to specification and requirements.
3. Designs and plants are wrapped for delivery according to customer and company requirements and specifications with minimum wastage.
4. Appropriate tools are selected and used safely.
5. Problems in carrying out the instructions are identified and reported, and clarification is obtained.
6. The product is prepared according to specification and with minimum wastage.
7. The finished product conforms to specified requirements.
8. The wrapped design can be transported easily, safely and without collapsing.
9. The work area is clean and free of hazardous materials, and unused materials and cleaning equipment are returned to their designated locations.

TRANSPORT MERCHANDISE.

SKILL STANDARD

CONDITIONS OF PERFORMANCE

Given the following equipment and materials:

Designs and plants
Water
Work bench
Car registration
Insurance identification
Company vehicle
Maps and directions
Delivery schedule

WORK TO BE PERFORMED

Transport and deliver designs and plants.

PERFORMANCE CRITERIA

Designs and plants are delivered undamaged according to the delivery schedule, and the delivery is properly executed with verification of customer receipt.

PERFORMANCE ELEMENTS AND ASSESSMENT CRITERIA

1. Deliveries are accurately recorded, secured and organized to meet customer and company requirements.
2. Problems in meeting customer and business requirements and delivery instructions are identified and reported, and clarification is obtained.
3. Designs and plants are properly and safely loaded in the delivery vehicle and unloaded without damage to them.
4. Products are maintained in a salable condition.
5. Quality checking procedures are utilized prior to dispatch and upon delivery to the customer to ensure that designs and plants meet customer specifications.
6. Delivery is completed efficiently without customer complaint.
7. The delivery vehicle is properly maintained according to company policies and procedures; and proper licenses, registrations and insurance are maintained and verified to operate the delivery vehicle.

Academic Skills	Skills (and related knowledge) contained in the subject areas and disciplines addressed in most national and state educational standards, including English, mathematics, science, etc.
Assessment	A process of measuring performance against a set of standards through examinations, practical tests, performance observations and/or the completion of work portfolios.
Content Standard	A specification of what someone should know or be able to do to successfully perform a work activity or demonstrate a skill.
Critical Work Functions	Distinct and economically meaningful sets of work activities critical to a work process or business unit which are performed to achieve a given work objective with work outputs that have definable performance criteria. A critical work function has three major components: • **Conditions of Performance:** The information, tools, equipment and other resources provided to a person for a work performance. • **Work to Be Performed:** A description of the work to be performed. • **Performance Criteria:** The criteria used to determine the required level of performance. These criteria could include product characteristics (e.g., accuracy levels, appearance), process or procedure requirements (e.g., safety, standard professional procedures) and time and resource requirements. The IOSSCC requires that these performance criteria be further specified by more detailed individual performance elements and assessment criteria.
Credentialing	The provision of a certificate or award to an individual indicating the attainment of a designated set of knowledge and skills and/or the demonstration of a set of critical work functions for an industry/ occupational area.
Illinois Occupational Skill Standards and Credentialing Council (IOSSCC)	Legislated body representing business and industry which establishes skill standards criteria, endorses final products approved by the industry subcouncil and standards development committee and assists in marketing and dissemination of occupational skill standards.
Industry	Type of economic activity, or product or service produced or provided in a physical location (employer establishment). They are usually defined in terms of the Standard Industrial Classification (SIC) system.

Industry Subcouncil	Representatives from business/industry and education responsible for identifying and prioritizing occupations for which occupational performance skill standards are adapted, adopted or developed. They establish standards development committees and submit developed skill standards to the IOSSCC for endorsement. They design marketing plans and promote endorsed skill standards across the industry.
Knowledge	Understanding the facts, principles, processes, methods and techniques related to a particular subject area, occupation or industry.
Occupation	A group or cluster of jobs, sharing a common set of work functions and tasks, work products/services and/or worker characteristics. Occupations are generally defined in terms of a national classification system including the Standard Occupational Classification (SOC), Occupational Employment Statistics (OES) and the Dictionary of Occupational Titles (DOT).
Occupational Cluster	Grouping of occupations from one or more industries that share common skill requirements.
Occupational Skill Standards	Specifications of content and performance standards for critical work functions or activities and the underlying academic, workplace and occupational knowledge and skills needed for an occupation or an industry/occupational area.
Occupational Skills	Technical skills (and related knowledge) required to perform the work functions and activities within an occupation.
Performance Standard	A specification of the criteria used to judge the successful performance of a work activity or the demonstration of a skill.
Product Developer	Individual contracted to work with the standard development committee, state liaison, industry subcouncil and IOSSCC for the adaptation, adoption or development of skill standards content.
Reliability	The degree of precision or error in an assessment system so repeated measurements yield consistent results.
Skill	A combination of perceptual, motor, manual, intellectual and social abilities used to perform a work activity.
Skill Standard	Specifies the knowledge and competencies required to perform successfully in the workplace.

Standards Development Committee	Incumbent workers, supervisors and human resource persons within the industry who perform the skills for which standards are being developed. Secondary and postsecondary educators are also represented on the committee. They identify and verify occupational skill standards and assessment mechanisms and recommend products to the industry subcouncil for approval.
State Liaison	Individual responsible for communicating information among all parties (IOSSCC, subcouncil, standard development committee, product developer, project director, etc.) in skill standard development.
Third-Party Assessment	An assessment system in which an industry-designated organization (other than the training provider) administers and controls the assessment process to ensure objectivity and consistency. The training provider could be directly involved in the assessment process under the direction and control of a third-party organization.
Validity	The degree of correspondence between performance in the assessment system and job performance.
Workplace Skills	The generic skills essential to seeking, obtaining, keeping and advancing in any job. These skills are related to the performance of critical work functions across a wide variety of industries and occupations including problem solving, leadership, teamwork, etc.

Margaret Blackshere	AFL-CIO
Judith Hale, Ph.D	Hale Associates
Michael O'Neill	Chicago Building Trades Council
Janet Payne	United Samaritans Medical Center
Gene Rupnik	Hospitality Industry
Jim Schultz	Illinois Retail Merchants Association Walgreen Company
Larry Vaughn	Illinois Chamber of Commerce

APPENDIX C — AGRICULTURE AND NATURAL RESOURCES SUBCOUNCIL

Lanny Anderson	Black Hawk College, East Campus
Steve Bailey	Family Tree Garden Center
Dale A. Benz	Personnel Officer, U.S. Department of Agriculture Natural Resources Conservation Service
Rick Butler	Pekin Hardwood Lumber Company, Inc.
David Gillespie	Section Manager, Illinois Department of Conservation Division of Forest Resources
Eldon Haab	Illinois State Florists Association Forget-Me-Not Flowers
Harold Hawkinson	Farm Owner/Operator
Paul Julius	Executive Director Midwest Food Processors Association
John Kraft	Owner Kraft Fertilizer, Inc.
Donald Krug	Chicago High School for Agricultural Sciences
Glen Nichols	President Harvestore Systems
Richard W. Nichols	Soil Conservation Advisor III Bureau of Soil and Water Conservation
Tony Romolo	Illinois Laborers
Hugh David Scates	Partner Pat Scates and Sons
Perry Schneider	Agra-Placements, Ltd.

Sharon Schwarz	Subcouncil Chair Schwarz Nursery
Jean Sussman, Ph.D.	The Quaker Oats Company
William B. Schreck	State Liaison Illinois State Board of Education
Thomas R. Wiles	State Liaison Illinois State Board of Education

APPENDIX D

FLORISTRY STANDARDS DEVELOPMENT COMMITTEE

Bill Blythe	Illinois State Florist Association Blythe Flowers Ottawa
Debi Dawson	Illinois State Florist Association Calico Corner
Karen Heier	Garden Center Manager Schwarz Nursery
Gary McDonald	Horticulture Specialist Agra-Placements, Ltd.
Bill McKinley, Jr.	Instructor of Horticulture Kishwaukee College
Sharon Schwarz	Schwarz Nursery
James Ethridge, Ph.D.	Product Developer Chairman, Agriculture Department Joliet Junior College
William B. Schreck	State Liaison Illinois State Board of Education
Thomas R. Wiles	State Liaison Illinois State Board of Education

I. Occupational Definition and Justification

A. Occupational Definition

RETAIL FLORAL DELIVERY PERSON/RETAIL FLORAL CASHIER/FLORAL SALESPERSON/FLORAL DESIGNER/RETAIL FLORAL SHOP DEPARTMENT SUPERVISOR/RETAIL FLORAL SHOP MANAGER/RETAIL FLORAL SHOP OWNER

Designs and fashions live, cut, dried and artificial floral and foliar arrangements for events such as holidays, anniversaries, weddings, dances and funerals. Confers with client regarding price, sales, customer complaints and type of arrangement desired. Plans arrangement according to client's requirements and costs, utilizing knowledge of design and properties of materials, or selects appropriate standard design pattern. Selects flora and foliage necessary for arrangements/designs. Arranges bouquets, sprays, wreaths, dish gardens, terrariums and other items using wire, pins, floral tape, foam, knives, prunes and other materials and tools. May decorate buildings, homes, halls, churches or other facilities on stipulated occasions where events are planned. May pack and wrap complete arrangements. May estimate costs and price arrangements. May conduct classes or demonstrations. May instruct and direct other workers. May arrange according to standard designs or under instruction of designer or be designated a floral arranger. May develop marketing and merchandising strategies.

B. Employment and Earnings Opportunities

Labor market information indicates the occupation is small with above average projected growth and annual job openings. Average annual wages range between $14,680 and $21,360. Those who advance to management positions or into an owner/operator role may earn upwards of $40,000 per year. (Data compiled by the Illinois Occupational Information Coordinating Committee (IOICC) from sources including Floral Finance, Inc.)

C. Career Opportunities and Education and Training Requirements

Up to two years of postsecondary education, specific work experience or training needed.

II. Occupational Standards and Credentials

A. Occupational Standards. (See Attached Standards)

B. Assessment and Credentialing System

The Illinois State Florist Association (ISFA) currently provides 15-20 different workshops for individuals working in or desiring to be employed in the floristry industry. The workshops prepare these individuals to take written exams which, if satisfactorily completed, qualify the candidate for certification by the ISFA. The exams cover most of the occupations identified in the floristry cluster standards document.

The ISFA has endorsed the standards and is committed to utilizing the standards to update and modify their current assessment and certification program.

III. Industry Support and Commitment

A. Industry Commitment for Development and Updating

1. The development of these performance skill standards is a result of the subcouncil and standards development committee efforts. The development effort utilized the following steps:

   a. Identification of performance skill by the product developer.
   b. Review of resources.
   c. Convening of standards development committee.
   d. Validation and approval of performance skills by standards development committee.
   e. Development of draft performance skill standards.
   f. Review of skill standards by standards development committee.
   g. Review and approval of the skill standards by the subcouncil.
   h. Adoption of the skill standards by the subcouncil.
   i. Endorsement of the skill standards by the Illinois State Florist Association.

2. Lists of Agriculture and Natural Resources Subcouncil and Floristry Standards Development Committee members may be seen in Appendixes C and D respectively.

B. Industry Commitment for Marketing

The Agriculture and Natural Resources Subcouncil is committed to marketing and obtaining support and endorsement from the business community impacted by these skill standards.

The Subcouncil will encourage the availability of occupational skill standards to the public including learners, parents, workers, educators at all levels, employers and industry organizations.

The Illinois State Florist Association has submitted a letter endorsing the skill standards. This letter is available upon request from the Illinois State Board of Education.

A. Developing an Employment Plan	1. Match interests to employment area. 2. Match aptitudes to employment area. 3. Identify short-term work goals. 4. Match attitudes to job area. 5. Match personality type to job area. 6. Match physical capabilities to job area. 7. Identify career information from counseling sources. 8. Demonstrate a drug-free status.
B. Seeking and Applying for Employment Opportunities	1. Locate employment opportunities. 2. Identify job requirements. 3. Locate resources for finding employment. 4. Prepare a resume. 5. Prepare for job interview. 6. Identify conditions for employment. 7. Evaluate job opportunities. 8. Identify steps in applying for a job. 9. Write job application letter. 10. Write interview follow-up letter. 11. Complete job application form. 12. Identify attire for job interview.
C. Accepting Employment	1. Apply for social security number. 2. Complete state and federal tax forms. 3. Accept or reject employment offer. 4. Complete employee's Withholding Allowance Certificate Form W-4.
D. Communicating on the Job	1. Communicate orally with others. 2. Use telephone etiquette. 3. Interpret the use of body language. 4. Prepare written communication. 5. Follow written directions. 6. Ask questions about tasks.
E. Interpreting the Economics of Work	1. Identify the role of business in the economic system. 2. Describe responsibilities of employee. 3. Describe responsibilities of employer or management. 4. Investigate opportunities and options for business ownership. 5. Assess entrepreneurship skills.
F. Maintaining Professionalism	1. Participate in employment orientation. 2. Assess business image, products and/or services. 3. Identify positive behavior. 4. Identify company dress and appearance standards. 5. Participate in meetings in a positive and constructive manner. 6. Identify work-related terminology. 7. Identify how to treat people with respect.

G. Adapting to and Coping with Change	1. Identify elements of job transition. 2. Formulate transition plan. 3. Identify implementation procedures for a transition plan. 4. Evaluate the transition plan. 5. Exhibit ability to handle stress. 6. Recognize need to change or quit a job. 7. Write a letter of resignation.
H. Solving Problems and Critical Thinking	1. Identify the problem. 2. Clarify purposes and goals. 3. Identify solutions to a problem and their impact. 4. Employ reasoning skills. 5. Evaluate options. 6. Set priorities. 7. Select and implement a solution to a problem. 8. Evaluate results of implemented option. 9. Organize workloads. 10. Assess employer and employee responsibility in solving a problem.
I. Maintaining a Safe and Healthy Work Environment	1. Identify safety and health rules/procedures. 2. Demonstrate the knowledge of equipment in the workplace. 3. Identify conservation and environmental practices and policies. 4. Act during emergencies. 5. Maintain work area. 6. Identify hazardous substances in the workplace.
J. Demonstrating Work Ethics and Behavior	1. Identify established rules, regulations and policies. 2. Practice cost effectiveness. 3. Practice time management. 4. Assume responsibility for decisions and actions. 5. Exhibit pride. 6. Display initiative. 7. Display assertiveness. 8. Demonstrate a willingness to learn. 9. Identify the value of maintaining regular attendance. 10. Apply ethical reasoning.
K. Demonstrating Technological Literacy	1. Demonstrate basic keyboarding skills. 2. Demonstrate basic knowledge of computing. 3. Recognize impact of technological changes on tasks and people.
L. Maintaining Interpersonal Relationships	1. Value individual diversity. 2. Respond to praise or criticism. 3. Provide constructive praise or criticism. 4. Channel and control emotional reactions. 5. Resolve conflicts. 6. Display a positive attitude. 7. Identify and react to sexual intimidation/harassment.
M. Demonstrating Teamwork	1. Identify style of leadership used in teamwork. 2. Match team member skills and group activity. 3. Work with team members. 4. Complete a team task. 5. Evaluate outcomes.

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